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Teaching Behaviors in Athletic Training education and Student Perceptions of Instructional Effectiveness

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Objective: To investigate teaching behaviors of athletic training educators (ATEs) and to explore if academic year of the student affected student perceptions of instructional effectiveness.

Design & Setting: A qualitative research investigation examined instructional methodology of ATEs in entry-level athletic training programs. In-depth interviews pertaining to ATEs formal

Participants: One-hundred Athletic Training Students (ATS) (n = 26 first years, n = 25 second years, n = 26 third years, and n = 23 fourth years) completed the SEEQ. Three (N = 3) ATE's were interviewed to examine their teaching experiences and any formal pedagogic training.

Measurements: Data-analysis software program (NVivo10) validated themes during the coding process. Data from four sources (2 semi-structured interview, field observations, and dimensional SEEQ scores) were coded into categories within the NVivo10 program and then triangulated to ensure the authenticity of the findings.

Results: There were similar occurrence rates of ATEs teaching behaviors when compared to ATSs dimensional SEEQ scores. Overall, the dimensions could be divided into instructional/cognitive (IC) and behavioral/affective (BA) teaching methods. IC methods included organization and communication, group interaction versus group work, supplementary reinforcement,

pedagogical training and current pedagogical approaches utilized in the didactic setting.

Preobservational semi-structured interview, field observations (minimum of three), and a postobservation semi-structured interviews. Finally, frequency counts of behaviors observed based on the eight dimensions within the Student Evaluation of Educational Quality (SEEQ).

and student accountability. BA methods included engaging and enthusiastic, approachability and accessibility, valuable feedback, and humor. Some differences were noted between ATEs and ATSs perception of organization and communication, and group work and group interaction. No meaningful difference was found between levels of ATSs academic year and perception of educational quality.

Conclusions: ATEs seem to recognize and value specific pedagogical approaches to enhance ATSs learning. It is meaningful that ATSs appear to be able to recognize the presence and absence of specific teaching strategies in the didactic setting. Additionally, students value – across different levels - similar teaching characteristics. All ATE's should take an interest in and further educate themselves in what ATS's view as effective pedagogic practices in the didactic setting. Additionally, it may be helpful to consider an individual's pedagogic knowledge and background when hiring perspective employees.

Keywords: *teaching behaviors, instructional effectiveness, pedagogy*